

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Second Grade Social Studies Course.

Second Grade – Unit Four – Georgia Becomes a Colony

Elaborated Unit Focus	In this unit, students will learn how Georgia was founded. Students will learn how the cooperation and friendship between Tomochichi and James Oglethorpe were essential in order to have a successful colony. Students will also learn the importance of Mary Musgrove’s role in the founding of Georgia. They will have a full understanding of how life in modern Georgia is similar and different to the life of the settlers, including location, how needs are met, and use of resources.
Connection to Connecting Theme/Enduing Understandings	As students begin to learn about the colonization of what is now Georgia by the English, they will use the theme of individuals, groups, and institutions to learn about significant individuals and groups during the colonial period. The theme of location will help students to understand how the geography of the colony had benefits and disadvantages for both the settlers and the Creeks. The theme of production, distribution, and consumption will help students to understand the basic economic motivations of the various groups in Georgia, and how the early colonial economy functioned. Finally, students will compare their lives today with the lives of Georgians in the past through the theme of time, change, and continuity .
GSE for Social Studies (standards and elements)	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</p> <p>a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)</p> <p>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.</p> <p>c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.</p> <p>d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</p> <p>SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p> <p>SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).</p> <p>SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.</p>

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p>ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Map and Globe Skills: 7 (use maps to explain impact of geography on historical and current events)</p> <p>Information Processing Skills: 1 (similarities/differences), 2 (organize items chronologically), 3 (problems/solutions) 4 (fact/opinion), 5 (main idea, details, sequence, cause/effect), 6 (primary/secondary sources), 7 (interpret timelines), 8 (social studies reference resources used for specific purposes), 9 (constructs charts and tables), 10 (analyze artifacts)</p>

Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1</p>	<p><i>K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.</i> How did Georgia become a successful colony? a. How did James Oglethorpe, Mary Musgrove, and Tomochichi influence Georgia’s past and present? b. How did cooperation between colonists and the Creek help Savannah become a successful settlement? c. What challenges did James Oglethorpe and Tomochichi face and how did they overcome them?</p>
<p>Enduring Understanding 2</p>	<p><i>K-5 EU: The student will understand that where people live matters.</i> Why did James Oglethorpe come to Georgia? a. How were the cultures of the colonists similar and different from Creek culture? b. What changes did Oglethorpe and the colonists have to make in order to adapt to Georgia’s land and climate? c. Why was Yamacraw Bluff a good location for a settlement?</p>
<p>Enduring Understanding 3</p>	<p><i>K-5 EU: The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.</i> How did Georgia’s colonists and the Creek get the things they wanted and needed? a. What skills did Tomochichi, James Oglethorpe, and Mary Musgrove have that helped make bartering and trading possible between the colonists and the Creek and Cherokee? b. In what ways did the barter system help both Georgia’s colonists and the Creek and Cherokee? c. Why do you think bartering may have worked better in the past to get goods and services than it would today?</p>
<p>Enduring Understanding 4</p>	<p><i>K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</i> In what ways is our life today different from life during Colonial Georgia? a. How have things stayed the same since Georgia became a colony? b. What changed for the Creek when the settlers arrived in Georgia? c. What kinds of things are different in your life than what the Creek, Cherokee, and Sequoyah might have experienced?</p>



Sample Instructional Activities/Assessments

Founding of Georgia Sort

Students will divide a separate sheet of paper in to three sections – Tomochichi, James Oglethorpe, and Mary Musgrove. Students will cut out each statement and paste it in the correct section. Ask students to support their claims with evidence from text and visual resources used to learn about them.

GSE Standards and Elements

SS2H1 Describe the lives and contributions of historical figures in Georgia history.
 a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)

**Literacy Standards
 Social Studies
 Matrices
 Enduring
 Understanding(s)**

ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.
 ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

Information Processing Skills: 1 (similarities/differences), 9 (constructs charts and tables)
 K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Students will divide a separate sheet of paper in to three sections – Tomochichi, James Oglethorpe, and Mary Musgrove. Students will cut out each statement and paste it in the correct section.

I was an English settler.	I lived with the Creek and English as a child.	I named the new city I built Savannah.
I was a Creek Indian Chief.	My father was English and my mother Creek so I learned both languages.	I needed help to communicate with the English settlers.
The King of England gave me a charter to start the colony of Georgia.	I helped the English settle on my land.	The colonists were good neighbors to my tribe.
I had a trading post near Yamacraw Bluff.	I could not speak the Creek language.	I translated so the English and Creek could communicate.

<u>James Oglethorpe</u>	<u>Tomochichi</u>	<u>Mary Musgrove</u>

Founding of Georgia Sort Answer Key

<u>James Oglethorpe</u>	<u>Tomochichi</u>	<u>Mary Musgrove</u>
I was an English settler.	I needed help to communicate with the English settlers.	I had a trading post near Yamacraw Bluff.
I named the new city I built Savannah.	The colonists were good neighbors to my tribe.	I lived with the Creek and English as a child.
The King of England gave me a charter to start the colony of Georgia.	I helped the English settle on my land.	My father was English and my mother Creek so I learned both languages.
I could not speak the Creek language.	I was a Creek Indian Chief.	I translated so the English and Creek could communicate.

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

The Founding of Georgia

After reading about and studying Mary Musgrove, Tomochichi, and James Oglethorpe, students will complete the attached worksheet. Students will order the events of the founding of Georgia, explain how James Oglethorpe was a good leader, and explain how his/her life is different from Tomochichi’s life. In the timeline activity, accept responses that students can support with evidence from their lessons. (the last three items in the list overlap in time, so the order may vary slightly.)

GSE Standards and Elements

SS2H1 Describe the lives and contributions of historical figures in Georgia history.
 a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.
 c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.
 d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.

SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

**Literacy Standards
 Social Studies
 Matrices
 Enduring Understanding(s)**

ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Information Processing Skills: 2 (organize items chronologically), 3 (problems/solutions) 5 (main idea, details, sequence, cause/effect), 8 (social studies reference resources used for specific purposes)

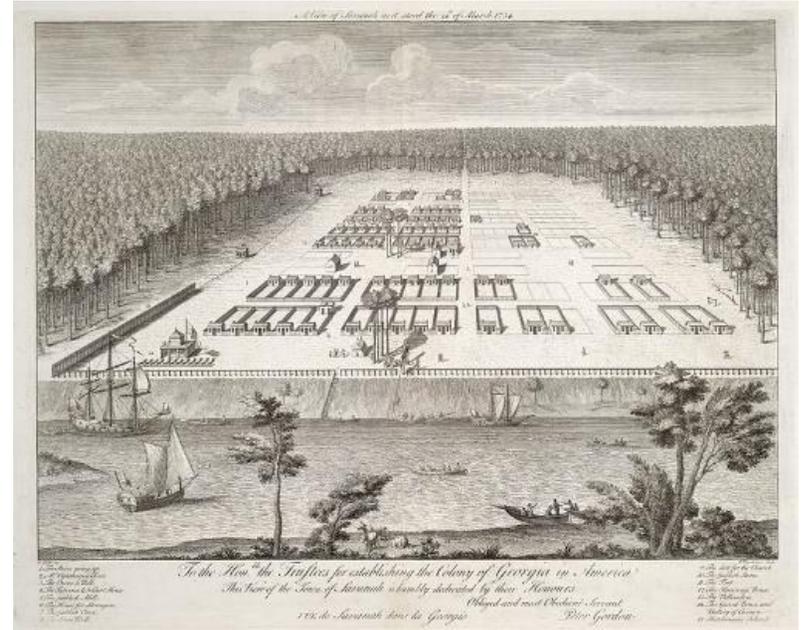
K-5 EU: The student will understand that some things will change over time, while other things will stay the same.

The Founding of Georgia

Name: _____

Number the events from 1-5 to show the order in which they occurred.

- _____ James Oglethorpe and other English settlers sailed to America.
- _____ King George gave James Oglethorpe a charter to start an English colony.
- _____ Mary Musgrove helped James Oglethorpe and Tomochichi communicate.
- _____ Tomochichi and James Oglethorpe agreed that everyone would live in peace.
- _____ James Oglethorpe wanted to settle on land that belonged to the Creek Indians.



How was James Oglethorpe a good leader? _____

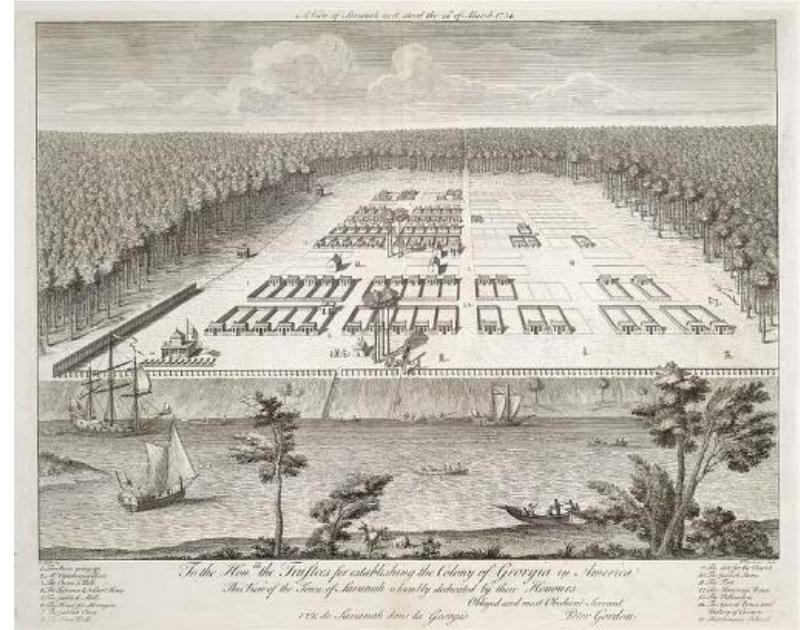
Explain how your life is different from Tomochichi's life. _____

The Founding of Georgia

Answer Key

Number the events from 1-5 to show the order in which they occurred.

- 2 James Oglethorpe and other English settlers sailed to America.
- 1 King George gave James Oglethorpe a charter to start an English colony.
- 4 Mary Musgrove helped James Oglethorpe and Tomochichi communicate.
- 5 Tomochichi and James Oglethorpe agreed that everyone would live in peace.
- 3 James Oglethorpe wanted to settle on land that belonged to the Creek Indians.



How was James Oglethorpe a good leader? James Oglethorpe was a good leader because he wanted peace with the Creek. He wanted everyone to get along.

Explain how your life is different from Tomochichi's life. Tomochichi used a canoe to travel down the Savannah River. I travel in a car and on an airplane.

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Georgia Colony Cause and Effect	
After reading about and studying Mary Musgrove, Tomochichi, and James Oglethorpe, students will complete the attached worksheet. Students will determine the cause and effect of statements about the founding of Georgia.	
GSE Standards and Elements	SS2H1 Describe the lives and contributions of historical figures in Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)
Literacy Standards Social Studies Matrices Enduring Understanding(s)	ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic. ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question. ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media. ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Information Processing Skills: 1 (similarities/differences), 4 (fact/opinion), 8 (social studies reference resources used for specific purposes), 9 (constructs charts and tables) K-5 EU: The student will understand that where people live matters. K-5 EU: The student will understand that some things will change over time, while other things will stay the same.

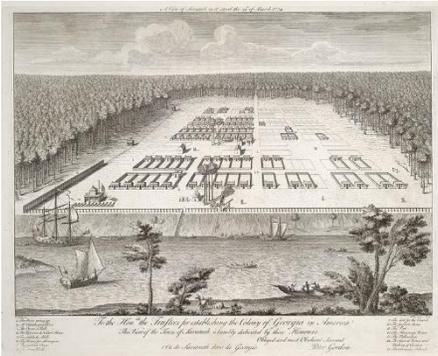
Georgia Colony Cause and Effect

Name: _____

Read each statement below.

Determine the effect and UNDERLINE it. Find the cause and CIRCLE it.

Cause (Why did it happened?) **Effect** (What happened?)



Example: The Mayor was elected because she had the most votes.

1. The King of England sent James Oglethorpe to start the colony of Georgia.
2. Tomochichi was a compassionate Yamacraw leader and helped the settlers build Savannah.
3. Mary Musgrove was an interpreter because she knew how to speak Creek and English.
4. Europeans and Native Americans traded with one another to meet their needs.
5. People from England came to America to have freedom and work.
6. A peace treaty was signed because James Oglethorpe wanted to work with the Creek.

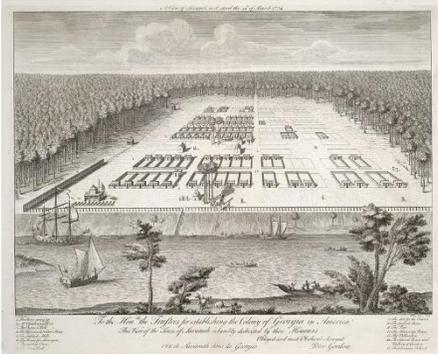
Georgia Colony Cause and Effect

Answer Key

Read each statement below.

Determine the effect and UNDERLINE it. Find the cause and CIRCLE it.

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Example: The Mayor was elected because she had the most votes.

- People from England came to America to have freedom and work.
- The King of England sent James Oglethorpe to start the colony of Georgia.
- Tomochichi was a compassionate Yamacraw leader and helped the settlers build Savannah.
- Mary Musgrove was an interpreter because she knew how to speak Creek and English.
- Europeans and Native Americans traded with one another to meet their needs.
- A treaty was signed because James Oglethorpe and Tomochichi wanted peace.

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Biography Poem

After reading about and studying Mary Musgrove, Tomochichi, and James Oglethorpe, students will complete the attached worksheet. They will write a biography poem using the provided format and example.

<p>GSE Standards and Elements</p>	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</p> <p style="padding-left: 20px;">a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)</p> <p>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.</p> <p style="padding-left: 20px;">c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.</p> <p style="padding-left: 20px;">d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</p> <p>SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Information Processing Skills: 5 (main idea, details, sequence, cause/effect), 6 (primary/secondary sources), 8 (social studies reference resources used for specific purposes)</p> <p>K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>

Biography Poem

Name: _____

Choose one of the Georgians listed in the box. Then, write a biography poem using the lines below.

Mary Musgrove

Tomochichi

James Oglethorpe

Use the format and example to help you!

Your Biography Poem

Format

Title (The Person's Name)

Who are they?

What did they do?

When did they do it?

Where did they do it?

How did it help others?

Name



Example

Sequoyah

Cherokee Indian

Invented the Cherokee Alphabet

Early 1800's

Northwest Georgia

The Cherokee now has a form
of written communication.

Sequoyah

My Biography Poem!

Answer Key

Choose one of the Georgians listed in the box. Then, write your very own biography poem below!

Mary Musgrove

Tomochichi

James Oglethorpe

Use the format and example to help you!

Student work may vary.

Mary Musgrove
Trading Post Owner
Translated for James
Oglethorpe and Tomochichi
Middle 1700's
Yamacraw Bluff, Georgia
She helped meet the needs of
the settlers and the Creek.
Mary also helped James and
Tomochichi communicate.
Mary Musgrove

Tomochichi
Creek Indian Chief
Helped found the city of Savannah
Middle 1700's
Yamacraw Bluff, Georgia
He helped the colonist adjust to life
in Georgia and worked to keep
peace with them.
Tomochichi

James Oglethorpe
English Settler
Founded colony of Georgia
Middle 1700's
Savannah, Georgia
He started a new English
Colony and worked to keep
peace with the Creek Tribe.
James Oglethorpe

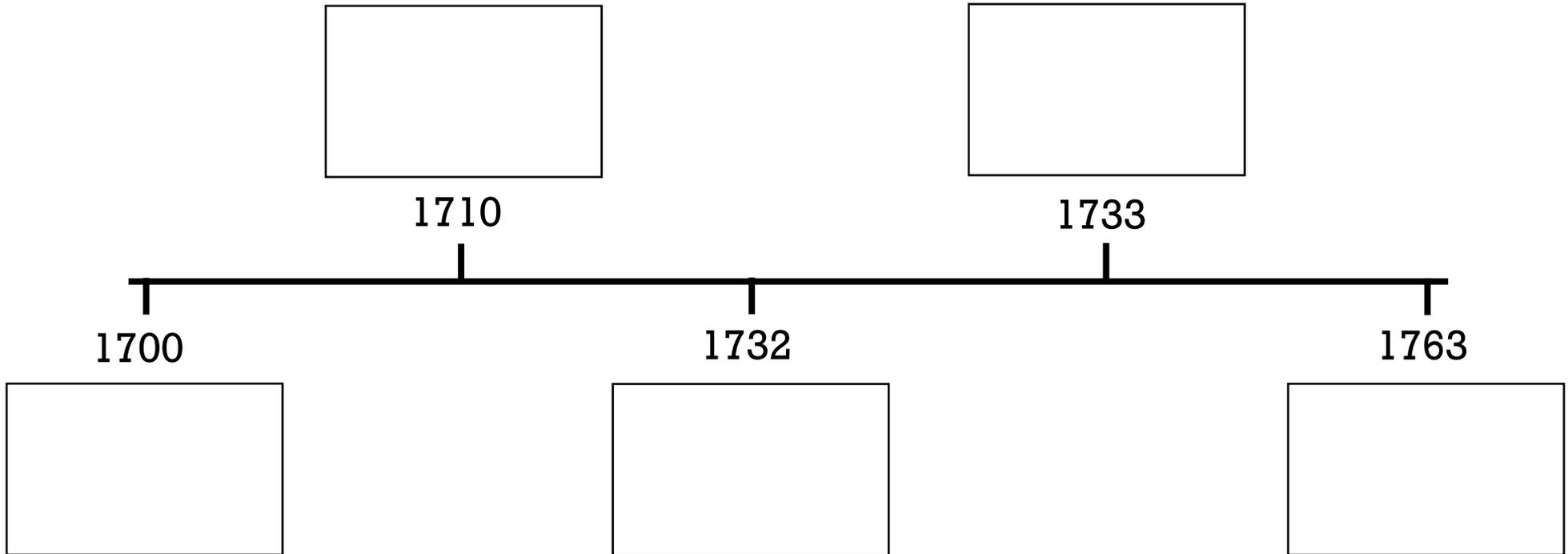
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Mary Musgrove Timeline	
After reading about and studying Mary Musgrove, students will complete the attached timeline of Mary Musgrove’s life.	
GSE Standards and Elements	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</p> <p>a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)</p> <p>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.</p> <p>c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.</p> <p>d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</p> <p>SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Information Processing Skills: 2 (organize items chronologically), 5 (main idea, details, sequence, cause/effect), 7 (interpret timelines)</p> <p>K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</p>

Timeline of Mary Musgrove's Life

Name: _____

Cut the events off the bottom and glue them into the correct place on the timeline.



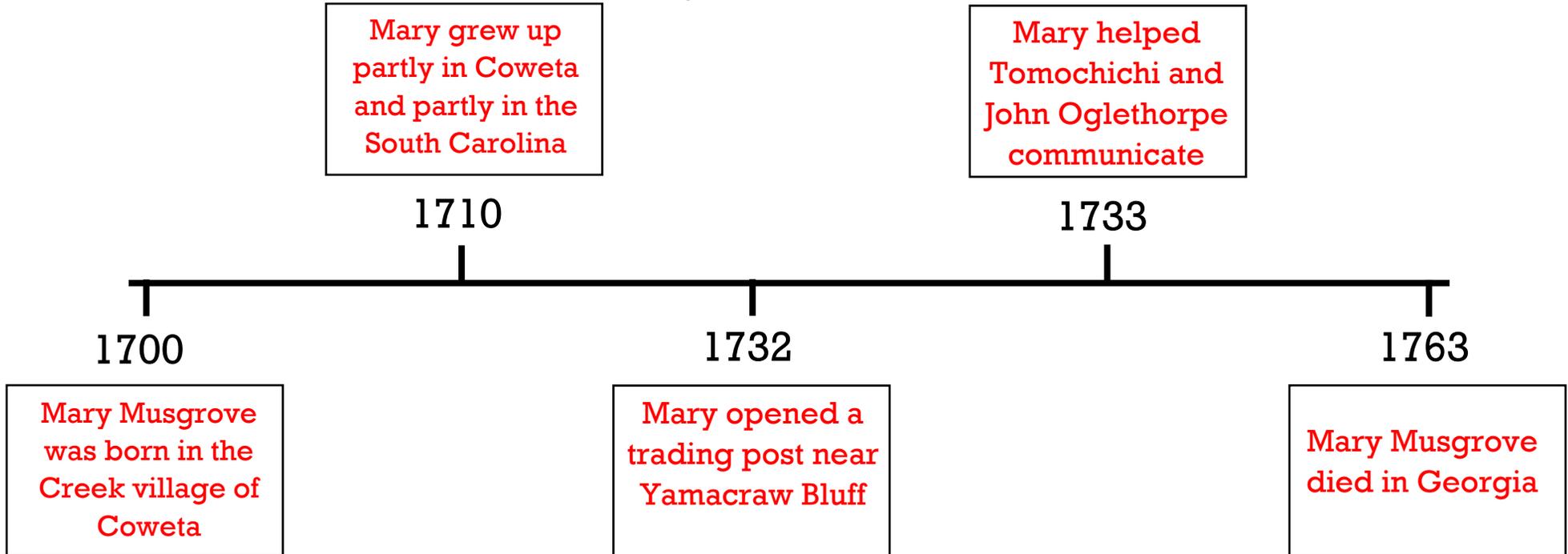
How did Mary Musgrove show that she was trustworthy? _____

Mary opened a trading post near Yamacraw Bluff	Mary Musgrove was born in the Creek village of Coweta	Mary Musgrove died in Georgia	Mary helped Tomochichi and James Oglethorpe communicate	Mary grew up partly in Coweta and partly in the South Carolina colony
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Timeline of Mary Musgrove's Life

Answer Key

Cut the events off the bottom and glue them into the correct place on the timeline.



How did Mary Musgrove show that she was trustworthy? Mary was trustworthy

because she helped the Creek and the English settlers trade and communicate.

Mary opened a trading post near Yamacraw Bluff	Mary Musgrove was born in the Creek village of Coweta	Mary Musgrove died in Georgia	Mary helped Tomochichi and James Oglethorpe communicate	Mary grew up partly in Coweta and partly in the South Carolina colony
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Research Organizer

The graphic organizer is designed to be used as a resource for students to organize information about James Oglethorpe, Tomochichi, and Mary Musgrove. Students will have one graphic organizer for each figure and add information as you are learning and researching during this unit.

GSE Standards and Elements	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</p> <p>a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)</p> <p>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.</p> <p>c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.</p> <p>d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</p> <p>SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p>ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>

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	<p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Map Skills: 7 (use maps to explain impact of geography on historical and current events)</p> <p>Information Processing Skills: 1 (similarities/differences), 2 (organize items chronologically), 4 (fact/opinion), 5 (main idea, details, sequence, cause/effect), 6 (primary/secondary sources), 8 (social studies reference resources used for specific purposes), 9 (constructs charts and tables), 10 (analyze artifacts)</p> <p>K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</p>
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Important Dates	Our Similarities	Our Differences
Illustration		Contributions
	Character Traits	

Culminating Unit Performance Task

Market Day

Get creative and transform your classroom into a trading post for Market Day (you could even dress up like Mary or John Musgrove!). Students will create items or bring in their own items to trade during a Market Day. Students could work independently, in pairs, or groups. Instead of using money to get the things they want or need, students must trade with each other. A letter and permission slip should be sent home (attached) explaining Market Day. Don't forget to debrief with students on the bartering experience and how we "trade" today.

GSE Standards and Elements

SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).
SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.

**Literacy Standards
Social Studies
Matrices
Enduring
Understanding(s)**

ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

K-5 EU: The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.

Dear Parents,



We have learned more about bartering and trade from the lives of the Creek and Cherokee and Mary Musgrove, who owned a Trading Post. Before money, trade and bartering was used as a way to meet the needs of the Creek, Cherokee, and the English Settlers. As a culminating activity, we will be having a “Market Day!” Students will gain a deeper understanding of how the barter system works through this experience.

Our Market Day will be held on _____. On this day, we will take a trip back in time. Our class will become an open market where students will participate in fair exchange. During Market Day, students will barter with one another to get goods and services they want or need.

To prepare for Market Day, students will create or bring in items to trade. Items could include pencils, erasers, school supplies, books, treats, games, and small toys. Items can be brought from home, purchased at a store, or created by the student. Students should consider things that others may want or need.

The guidelines for Market Day include the following:

- Students may bring in 1 to 3 items to trade
- Each item should be worth NO MORE than \$1.00 in value
- All items must be pre-approved by the parent AND teacher
- No electronics, food items, living things, or unsafe objects

Market Day will be both enjoyable and educational. Please help us to make this experience a success!

Thank you for your continued support and cooperation!





Market Day Directions for Students and Parents:

1. Read the informational sheet together.
2. Decide which items to bring to Market Day.
3. List your trade item(s) on this sheet for approval by your teacher.
4. Return the bottom portion of this sheet to your teacher.
5. Bring your item(s) to Market Day, and have fun!

Please detach and return. Keep top portion as a reminder!

We have read this informational letter about Market Day. We understand the rules for bringing items. We agree to bring no more than three items to trade. We understand that once an item is traded, it no longer belongs to the student who brought it, and FAIRNESS is the key to a successful bartering experience!



Student Name _____ Date _____

Parent Signature _____ Date _____

Please list the item(s) you will be trading. Remember, they must be approved by your teacher!

1. _____ 2. _____ 3. _____